

## Team SMART Goal-Setting Plan

Team/Department: \_\_\_\_\_

What is our team's "current reality"? (Areas of strength and potential areas of focus)

Based upon our current reality, we have identified the following area of focus to improve student learning...

We have collectively created the following SMART goal(s) to address this area of focus:

**To achieve this goal....**

**Action Steps:** What steps or activities will be initiated to achieve this goal?

**Designation:** Who will be responsible?

**Time Frame:** What is a realistic timeframe for each step/activity?

**Outcomes/Evidence:** What outcomes on student learning do we expect? What evidence will we have to show that we are making progress.

This goal was created collectively, and we are committed to achieving this goal.... (Team Signatures)



## Making Time for Collaboration

The issue of finding time for collaboration has been addressed effectively—and often—in the professional literature and is readily available for those who are sincerely interested in exploring alternatives. The National Staff Development Council alone has addressed the issue hundreds of times in its publications, and the [www.allthingsplc.info](http://www.allthingsplc.info) website lists over 150 schools that have created time for teachers to collaborate in ways that don't require the school to be shut down, don't cost money, and don't result in significant loss of instructional time. The following strategies do not form a comprehensive list; rather, they illustrate some of the steps schools and districts have taken to create the prerequisite time for collaboration.

### Common Preparation

Build the master schedule to provide daily common preparation periods for teachers of the same course or department. Each team should then designate one day each week to engage in collaborative, rather than individual, planning.

### Parallel Scheduling

Schedule common preparation time by assigning the specialists (physical education teachers, librarians, music teachers, art teachers, instructional technologists, guidance counselors, foreign language teachers, and so on) to provide lessons to students across an entire grade level at the same time each day. The team should designate one day each week for collaborative planning. Some schools build back-to-back specials classes into the master schedule on each team's designated collaborative day, thus creating an extended block of time for the team to meet. Specials teachers must also be given time to collaborate.

### Adjusted Start and End Time

Gain collaborative time by starting the workday early or extending the workday one day each week. In exchange for adding time to one end of the workday, teachers get the time back on the other end of that day. For example, on Tuesdays, the entire staff of Adlai Stevenson High School in Lincolnshire, Illinois, begins their workday at 7:30 a.m. rather than the normal 7:45 a.m. start time. From 7:30 to 8:30 a.m., the entire faculty engages in collaborative team meetings. Classes, which usually begin at 8:05 a.m., are delayed until 8:30 a.m. Students who can arrange for their own transportation arrive to school then. Buses run their regular routes so that no parent is inconvenienced and deliver students to the school at 7:40 a.m. Upon their arrival they are supervised by administrative and noninstructional staff in a variety of optional activities (such as breakfast, library and computer research, open gym, study halls, and tutorials) until classes begin. To make up for the twenty-five minutes of lost instructional time, five minutes is trimmed from five of the eight fifty-minute class periods. The school day ends at the usual time (3:25 in the afternoon), and again buses run on their regular schedules. Because they began work fifteen minutes early (7:30 rather than 7:45), Stevenson teachers are free to leave fifteen minutes earlier than the normal conclusion of their workday (3:30 rather than 3:45). By making these minor adjustments to the schedule one day each week, the entire faculty is guaranteed an hour of collaborative planning without extending their workday or workweek by a single minute.

## Shared Classes

Combine students across two different grade levels or courses into one class for instruction. While one teacher or team instructs the students, the other team engages in collaborative work. The teams alternate instructing and collaborating to provide equity in learning time for students and teams. Some schools coordinate shared classes so older students adopt younger students and serve as literacy buddies, tutors, and mentors during shared classes.

## Group Activities, Events, and Testing

Teams of teachers coordinate activities that require supervision of students rather than instructional expertise, such as watching an instructional DVD or video, conducting resource lessons, reading aloud, attending assemblies, or testing. Nonteaching staff members supervise students while teachers engage in team collaboration.

## Banked Time

Over a designated period of days, extend the instructional minutes beyond the required school day. After you have banked the desired number of minutes, end the instructional day early to allow for faculty collaboration and student enrichment. For example, in a middle school, the traditional instructional day ends at 3:00 p.m., students board buses at 3:20, and the teachers' contractual day ends at 3:30. The faculty may decide to extend the instructional day until 3:10. By teaching an extra ten minutes for nine days in a row, they "bank" ninety minutes. On the tenth day, instruction stops at 1:30, and the entire faculty has collaborative team time for two hours. The students remain on campus and are engaged in clubs, enrichment activities, assemblies, and so on, sponsored by a variety of parent and community partners and cosupervised by the school's nonteaching staff.

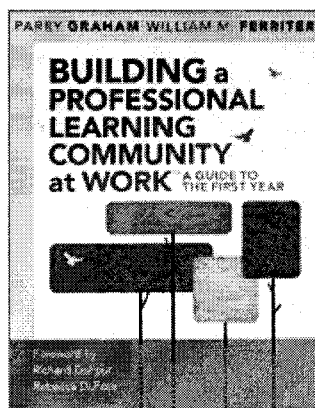
## In-Service and Faculty Meeting Time

Schedule extended time for teams to work together on staff development days and during faculty meeting time. Rather than requiring staff to attend a traditional whole-staff in-service session or sit in a faculty meeting while directives and calendar items are read aloud, shift the focus and use of these days and meetings so members of teams have extended time to learn with and from each other.

**For more ideas on making time for collaboration from successful PLC schools, visit [allthingsplc.info](http://allthingsplc.info) and select "Evidence of Effectiveness."**



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## Building a Professional Learning Community at Work™

### A Guide to the First Year

*Building a Professional Learning Community at Work™: A Guide to the First Year* addresses the real-world critical questions that arise when schools begin their work to become professional learning communities (PLCs). How can administrators and teachers take the promise of a PLC and turn it into reality? How can school leaders transform theories of collaboration into highly effective nuts-and-bolts practices? This book is set in the context of one year in the life of a PLC. It chronicles the efforts of a building principal, Steve, and his teachers to build a true PLC at Central Middle School by focusing on the successes and challenges inherent in the process.

Each chapter includes four elements. An opening story highlights an important event in the growth of a learning community. "Lessons From the Front Line" spotlights the successful decisions and common mistakes made by the characters in the opening story. The "Relevant Theory and Research" section introduces the theories of experts and connects them to the work of PLCs to provide readers with an approachable framework for understanding—and a language for describing—the complex, yet predictable, changes that are inevitable when schools restructure as PLCs. The "Recommendations" section offers a collection of suggestions from which to draw while working through change in a building.

The lessons in *Building a Professional Learning Community at Work™* are drawn from the authors' own experiences working as teachers, building administrators, consultants, and coaches at the elementary, middle, and high school levels. It emphasizes that powerful collaboration can happen anywhere, but it requires hard work, purposeful steps, and a deep understanding of the PLC model. The tools in this book have been tested time and again by real teachers and teams. This book serves as a guide by presenting the kinds of steps teams can take to polish professional learning in their own buildings.

- The narrative (based on a real-life school and teacher teams) that is woven throughout this book makes it exceptionally accessible and readable. Readers will relate to Steve and his team at Central Middle School as they tackle the growing pains associated with becoming a PLC.
- Readers can choose to read the book in its entirety from front to back or select an individual chapter as a "minilesson" that offers timely and appropriate advice for what they are currently experiencing in their schools.
- Includes reproducible tools readers can use in their own schools.

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